



## Best Practices in Reading and the RTI Process

Source: Wayne Callendar (2005)

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## 5 Top Myths about Intervention for Struggling Readers

1. If a child is a "visual" learner, they should be taught to read using a visual, not an auditory strategy.
2. If a child has not learned "phonics" by the end of first grade, they need to be taught to read in some other way.
3. Children who struggle with phonemic awareness, vocabulary, or phonics in kindergarten and first grade will frequently "catch up" if given time.
4. We should take guidance from theories of "multiple intelligences" or "learning styles" to help us adapt our reading instruction for different children.
5. A little quality time with an enthusiastic volunteer tutor can solve most children's reading problems.

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## Teaching Reading is Both Essential and Urgent

- There is an 88% probability of being a poor reader in fourth grade if you were a poor reader in first grade (Juel, 1988)
- 75% of students identified with reading problems in the third grade are still reading disabled in 9<sup>th</sup> grade (Shaywitz et al. 1996)
- Catching up is a low probability occurrence
- The bottom 20% will require a very different kind of effort (National Center for Education Statistics 1999)

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## Teaching Reading is Both Essential and Urgent

- 68 percent of fourth grade students in the U.S. are reading below the proficient level (National Assessment of Reading Progress, NAEP, 2000)
- "Window of opportunity"
  - Learning to read K-3; reading to learn 4+
  - If reading skill basics are acquired early, kids read more earlier; results in greater fluency, larger vocabulary

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## 4 Perspectives on Reading Instruction

Pessimist's Viewpoint	Schools can do little unless the student's physical make-up or home and social environment is altered
Generalist's Viewpoint	Schools can improve reading performance by developing a wide range of abilities which supposedly underlie reading
Constructivist's Viewpoint	Children develop and progress at their own rate, within environments that promote meaningful experiences and purposeful reading.
Direct-Instruction Viewpoint	Schools can improve student reading performance by teaching essential skills using scientifically-based research in reading development and reading instruction.

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## From Early Literacy to Skilled Reading

- Oral language
- Phonemic awareness
- Letter to sound correspondences
- Decoding words
- Recognizing words
- Building reading fluency
- Comprehending written text
- (good spelling would be nice, too!)



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Source: Rollanda O'Connor, 2006

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## The Big Ideas in Reading

- **Phonemic Awareness:** The ability to hear and manipulate sound in words.
- **Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to read words.
- **Automaticity and Fluency with the Code:** The effortless automatic ability to read words in connected text.
- **Vocabulary Development:** The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
- **Comprehension:** The complex cognitive process involving the intentional interaction between reader and text to extract meaning.

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## Elements of Effective Prevention and Intervention

- **MAP:** Clear learning targets: Where do we want them to be? By when?
- **SCALES:** Reliable indicators to identify risk and documents progress.
- **TOOLS:** Instructional materials that focus on what's important, explicitly and systematically.
- **OPTIMAL CLIMATE:** Instruction delivery conditions that accelerate learning opportunities and proficiency.

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## Element #1 MAP: Clear Learning Targets

- A set of strategic, research-based measurable goals and a working understanding of the main ideas to guide instruction and learning.
- Curriculum MAPS

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## Element #2 SCALE: Knowledge of How to Assess and Evaluate Student Learning

- A valid and reliable assessment system to identify children at risk and actively monitor progress in the early grades.
- 3 Levels of instructional support
  - **Benchmark:** established skill performance across all administered measures
  - **Strategic:** One or more skill areas are not within the expected performance range, but overall above the 20<sup>th</sup> percentile
  - **Intensive:** One or many skill areas are significantly below expectancy – overall below the 20<sup>th</sup> percentile

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## Assessment Measures

- Texas Primary Reading Inventory (TPRI)\* (Reading First)
- DIBELS\*
- Curriculum Based Measurement (CBM)\*
- Comprehensive Test of Phonological Processing (CTOPP)
- Phonological Awareness Test (PAT)
- Test of Phonological Awareness (TOPA)
- CORE Reading Assessments
- Curriculum Based Evaluation (CBE) Notebook
- Ekwel-Shanker Literacy Tests
- Gray Oral Reading Test IV (GORT-IV)
- Test of Word Reading Efficiency (TOWRE)

• \*Progress monitoring measures  
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## Clear Goals and Expectations for 2<sup>nd</sup> Grade: DIBELS Benchmarks ORF

Status	Beginning of Year	Middle of Year	End of Year
<b>At-Risk</b>	ORF <26	ORF <52	ORF <70
<b>Some Risk</b>	26 ≥ ORF <44	52 ≥ ORF <68	70 ≥ ORF <90
<b>Low Risk</b>	ORF ≥ 44	ORF ≥ 68	ORF ≥ 90

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### Element #3 TOOLS:

- Adoption and Implementation of Research Based Reading Programs that Focus on Critical Skills
- Reading Programs (not strategies)
  - Sequence skill acquisition in correct order
  - Strategies only are “shots in the dark”
  - Good programs have good architecture

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### Types of Reading Programs

- **Core Reading Programs**
  - Provide instruction on the essential skills of reading for the majority of children
- **Supplemental Programs**
  - Programs and materials that are designed to support the core program. Provide additional instruction in one or more areas of reading (e.g. phonological awareness, fluency) to support the core.
- **Intervention Programs**
  - Provide additional instruction to students performing below grade level on one or more essential instructional skills (e.g. increasing structure and time to accelerate learning). At least 3 skill areas are targeted.

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### Core Reading Program

***A Core Instructional Program of Validated Efficacy  
Adopted and Implemented School-wide***

- A core program in the “base” reading program designed to provide instruction on the essential areas of reading for the majority of students schoolwide.
- In general, the core program should enable 80% or more of students to attain schoolwide reading goals.

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## Benchmark Level of Instructional Support

**Addressing the needs of *most* students.....**

Level of Support	Instructional Placement	Assessment Plan
Benchmark (CORE)	Core Reading Program:  Minimum 90 minutes daily	<ul style="list-style-type: none"> <li>•Progress Monitoring 3 times per year all students</li> <li>•In-Program Assmt</li> <li>•Screening &amp; Outcomes Assmt</li> </ul>

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## Supplemental Reading Programs

- Support and extend the critical elements of a core reading program.
- Provide additional instruction in one or two areas (i.e. fill the gaps for phonological awareness, fluency)
- Provide more instruction/practice in particular area(s) of need.
- Can often be effective in supporting an identified gap in an otherwise strong core reading program.
- May include large group, small group, one-on-one instruction.
- Provide more teacher scaffolding.
- Provide more explicit and systematic instruction.

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## Strategic Level of Instructional Support

**Addressing the needs of *some* students.....**

Level of Support	Instructional Placement	Assessment Plan
<b>Strategic (Supplemental) Standard Protocol</b>	Core Reading Program PLUS Supplemental minimum 90 minutes daily	<ul style="list-style-type: none"> <li>•Progress Monitoring monthly</li> <li>•In-Program Assmnt</li> <li>•Screening &amp; Outcomes Assessment</li> </ul>

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## Intervention Reading Programs

- Problem Solving Team evaluates, designs intervention given specific needs, plans progress monitoring and outcome evaluation
- Designed for children who demonstrate reading difficulty and are performing significantly below grade level.
- Provide more explicit, systematic instruction to accelerate learning and to bring the learner to grade-level performance.
- Have a high criterion level of performance.
- Typically focus on more than one area (e.g. phonics, fluency, and comprehension)
- Specialized, intense, and typically delivered in small group settings, or one-on-one.

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## Intensive Level of Instructional Support

Addressing the needs of *each* student.....

Level of Support	Instructional Placement	Assessment Plan
Strategic (Supplemental)	Part Core Reading Program PLUS Interventions or Supplement Core with Intervention Program minimum 90 minutes daily	•Progress Monitoring every 2 weeks •In-Program Assmnt •Screening & Outcomes Assessment

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## Reading Program Plan by Instructional Levels

LEVEL OF SUPPORT	INSTRUCTIONAL PLAN
<b>Benchmark Core</b>	Core Reading: 90 mins uninterrupted daily
<b>Strategic Supplemental</b>	90 minutes Core PLUS 30 minutes supplemental daily
<b>Intensive Intervention</b>	Intervention Program <i>replaces</i> Core: 120-180 minutes daily

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### Reading Programs in a Three-Tier Model K - 3

Core Programs	Strategic Supplemental Interventions	Intensive Interventions
<ul style="list-style-type: none"> <li>•Open Court</li> <li>•Houghton Mifflin: Nations'Choice</li> <li>•Reading Mastery</li> </ul>	<ul style="list-style-type: none"> <li>•Road to the Code-PA</li> <li>•Read Naturally – F</li> <li>•Quick Reads – F</li> <li>•Phonemic Awareness in Young Children – PA</li> <li>•Ladders to Literacy – PA</li> <li>•SIPPS – P</li> <li>•PALS – P</li> <li>•Lindamood-Bell – PA, P</li> </ul>	<ul style="list-style-type: none"> <li>•Early Reading Intervention PA, P</li> <li>•Reading Mastery, PA, P, F, C</li> <li>•Read Well (K-1) PA, P, F, C, V</li> <li>•Waterford Levels – PA, P, F, C V (1-2)</li> <li>•Lindamood-Bell- PA, P</li> <li>•Wilson – PA, P</li> </ul>

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Source: Wayne Callender  
"Addressing the System" (2005)

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### Element #4 OPTIMAL CLIMATE (Conditions) to Learn

- Adequate time, small groups, qualified interventionists, daily implementation, differentiation

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### Reading Programs Must be Implemented with High Fidelity

- Programs are only as good as the level of implementation
- To optimize program effectiveness:
  - Implement the program everyday with fidelity
  - Deliver the instruction clearly, consistently, and explicitly.
  - Provide scaffolded support to students
  - Provide opportunities for practice with corrective feedback

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## Time

### Adequate, Prioritized, and Protected Time for Reading Instruction and Practice

- The typical recommendation for all children K-3 is 90 minutes (60 minutes half day kindergarten) of uninterrupted language arts instruction.
- Children reading 2 years below grade level may need 1-2 additional hours of focused instruction plus a research-based comprehensive reading curriculum for 1-2 years.
- In order to be effective instruction must be of:
  - Sufficient length (minutes per session)
  - Intensity (sessions per week)
  - Duration over the school year

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## Grouping

### Instruction, Grouping, and Scheduling that Optimize Learning

- Differentiated instruction aligned with student needs.
- Creative and flexible grouping used to maximize performance.
- Small group instruction with 3-5 students.

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## Differentiated Instruction Aligned With Student Needs

### Examples

- Students are grouped based on assessment results
- Specified supplemental and intervention programs are implemented depending on student needs and profiles
- Groups are constantly reorganized based on progress monitoring data.

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## Categories for Classifying Students

- Nonreaders
- Confused Decoders
- Moderately Developed Decoders
- Adequate Decoders with Poor Comprehension

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## Nonreaders

- Children unable to decode
- May identify 50-100 sight words
- Place in beginning-level reading program

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## Confused Decoders

- Know nearly all individual letter-sound correspondences and can blend sounds to create words.
- Do not understand the relationship between the arrangement of letters in a word and the pronunciation of the word.
- Rely on context usage.
- Omit or add words.
- Inconsistent word reading
- Program focus on teaching phonic and structural units such as letter combinations, common affixes, reading words in isolation and in passages.
- Fluency, comprehension, spelling, and writing

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## Moderately Developed Decoders

- Have difficulty with longer multisyllabic words and words containing less common letter combinations that slow down fluency.
- A program should focus on teaching phonic elements students do not know and teach prefixes and suffixes and how to read multisyllabic words.
- Increase accuracy and fluency in reading passages.

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## Adequate Decoders with Poor Comprehension

- Quite often these students are lacking vocabulary and background knowledge and will require systematic and explicit teaching in these areas as well as teaching overt comprehension strategies.

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## Features of Effective Approaches to Instruction

- Implement programs with fidelity
- Pacing
- Controlling task difficulty
- Small interactive groups
- Direct and explicit instruction
- Modeling
- Progress monitoring
- Systematic feedback
- Teaching strategies for generating questions and thinking aloud.
- Building blocks
  - (i.e. Phonemic awareness and writing speed)

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## Effective Schools: What It Takes

- **Know How**
  - How to use effective programs and practices
  - Modeling & demonstration
  - Practice, feedback, and application
- **Professional development**
- **Proven Tools**
  - Research-based (curricula, intervention)
  - Proven assessments
- **Careful selection**
- **System of Supports**
  - Using all resources
  - Assessment
  - Time and organization
  - Parent involvement
- **Leadership and shared resources**

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## Interpreting Data to Evaluate Program Effectiveness

- **If.....**
- **Then.....**
- Only a few students are not meeting performance targets
- The program and instruction are effective. Re-teaching is necessary with only a few students
- Many students are not meeting performance targets
- Either the program or the teaching is not effective or both. Intensive evaluation and assistance are indicated

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## Quality in Education

“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction, and skillful execution; it represents the wise choice of many alternatives”

Willie A. Foster

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